The Simon's Rock 2017

Symposium
On Social Justice and Inclusion

Events & Teach-In On the theme of

W.E.B. Du Bois

November 10-16
Mission Statement of the Symposium:
The aim of the Symposium on Social Justice and Inclusion is to provide designated times and spaces to host conversations around social justice, identity, and inclusion on both the individual and societal levels. This week seeks to help students deconstruct barriers and extend reflection, discussion, and action on subjects of social justice across the entire year in both the classroom and day-to-day life. The week’s success relies heavily on active participation. In line with the school’s tenet of inclusion, this week is also dedicated as an opportunity to unite students, staff, and faculty around a multitude of subjects brought forth by us as a community.

Description of 2017 Symposium Theme:

W.E.B. Du Bois

The Council for Equity and Inclusion will sponsor the annual Social Justice Symposium Week November 10 through November 16, 2017. The Symposium Week is dedicated to discussions, workshops, and other events to raise awareness and stimulate thought and discussion about issues of social justice, equity, and the inclusion of people of diverse backgrounds and ideas. We focus on issues of race, class, gender, sexual orientation, religion, and country of origin. This year we have decided to dedicate our week to the theme of the life, work, activism, and legacy of W.E.B. Du Bois in anticipation of the 150th anniversary of his birth, February 23, 1868. Du Bois was born in Great Barrington, Massachusetts and spent his childhood here. We honor him every year with our Du Bois Speaker Series, inviting prominent national and academic leaders to speak about issues of race, class, and social injustice and justice.

Du Bois was a prominent scholar, author, and activist throughout the many decades of his life, even into his 90s. He was the first African American to receive a doctoral degree from Harvard University. He taught at schools and colleges in the south, seeing firsthand how the majority of rural African Americans lived. He went on to write many essays and volumes on sociology, history, and contemporary conditions. In 1911, Du Bois was one of the co-founders of the NAACP and became the editor of their influential publication, The Crisis. Du Bois became a leading advocate and activist in the Pan-Africanism movement. He was an internationalist in every sense, not only championing the rights of colonized people in Africa, but also a leading figure in anti-militarist campaigns.
Teach-In Session Times:

Session 1: 9:30AM-11:30AM  
Session 2: 12:30PM-2:30PM  
Session 3: 3:00PM-5:00PM

Teach-In Attendance Requirement:

Students are asked to satisfy four components to complete the attendance requirement. Each student must participate in two of the designated events scheduled for the Symposium, and attend two workshops on the day of the Teach-In. Leading a workshop satisfies the workshop requirement. All students must attend two Symposium events.

Workshop Size Limits:

Because the Teach-In mobilizes the majority of campus, there is great potential for workshops to be far too crowded for constructive discussion to occur. With several variables taken into consideration, limits have been set for each workshop. Note them and arrive at workshops of interest early to ensure a seat. Facilitators have been instructed to turn participants away when their workshop reaches maximum capacity, and few exceptions can be made considering the limitations of chairs and space. Sessions have “overflow” workshops with much higher attendance limits, and participants who find that most workshops are full are encouraged to attend these or return in a following session.
EVENTS CALENDAR

This is a listing of events that are scheduled for the week of the Symposium on Social Justice and Inclusion beginning Friday, November 10, 2017. (Students are required to attend a minimum of two events in addition to workshops.

HERITAGE TEA

Friday, November 10, 2017, 4:00 p.m. The White House, hosted by Provost Ian Bickford

Heritage Tea marks the beginning of Symposium Week and celebrates our heritages. Heritage Tea is designed to emphasize the diversities of our heritages that are sometimes unnamed and unrecognized. Students, staff, and faculty are welcome to share something—a story, poem, or piece of art—that relates to their heritage, family legacy, or cultural traditions that have been passed down. For example, something you might share is a story about a grandparent and where that grandparent is from, etc.

TOUR OF THE W.E.B. DU BOIS HOMESITE

Saturday, November 11, 2017, 11:00 a.m. to 1:00 p.m.

Professor Justin Jackson will lead a tour of the home site of W.E.B. Du Bois, located in Great Barrington. The tour will leave campus at 11:00 a.m. and return at approximately 1:00 p.m. Additional details will be distributed in a separate email.

LANGUAGES OF SIMON’S ROCK TOUR

Sunday, November 12, 2017, 1:30 to 3:00 p.m. APC in the Student Union

This mother tongue event, organized by the International Student Club, recognizes and celebrates the diversity of languages and cultures present on our campus. Using playfulness, participants will be exposed to over 20 languages “in action,” as demonstrated by students (international and domestic!) and other members of the Simon’s Rock community. Demonstrators will also discuss how their languages shape them and their interactions on this campus. We hope that this event will contribute to a better understanding of the international diversity present on campus, but sometimes hidden in plain sight. Come have fun and at the same time learn more about who we are as a community here at Simon’s Rock!

Continued...
SYMPOSIUM WEEK KEYNOTE ADDRESS BY DR. VIJAY PRASHAD

Monday, November 13, 2017, 7:00 p.m. McConnell Theater

“The World of Du Bois and Our World: Fascism and the Possibility of Humanity”

W.E.B. Du Bois, like many anti-colonial thinkers of his time, saw clearly the connections between racism in the United States, colonial violence, and the emergence of fascism in Europe. The roots of fascism were not to be found only in the Nazis, but in the deep roots of racism and colonialism that had corrupted the civilization of the West. This was clear to Du Bois, as was clear the relationship of this corruption with the protection of property and the growth of perilous inequality. Du Bois spent a lifetime trying to understand and teach about the intimate relationship between racism, colonialism, and fascism, but he was also driven by the possibility for humanity. This talk will lay out the political career of Du Bois in the period of the rise of fascism. It will be a reflection, in its own way, on our own times.


This event is open to the public.

CONSIDERING THANKSGIVING

Thursday, November 16, 7 p.m. Lecture Center

Join us for a screening of the documentary, Trail of Tears, followed by a panel and moderated discussion of Thanksgiving before heading home for the holiday. We will be considering the significance of Thanksgiving for indigenous peoples, as there is a struggle to replace the festive celebratory feasting with a National Day of Mourning. By contextualizing the holiday in its origins in colonialism, white supremacy, and genocide, we will collectively think about what it means to celebrate Thanksgiving and how to approach Thanksgiving this year and in the future. The panel includes Nancy Bonvillain, Mo Constantine, and Chris Coggins.
Session 1 | 9:30-11:30AM

**Of Citizenship, Home, and World: On-site Readings of W.E.B. Du Bois**
Facilitated by: Chris Coggins, Linden Petersen-Rockney, and Charlotte Windover
Space: Formal Lounge

This “reading tour” of Du Bois’s childhood haunts explores his formative years through texts and landscapes. Visiting his two childhood homes, and gravesites where his first wife and child were laid to rest, participants read from *Souls of Black Folk* and *Darkwater*, giving voice to the author’s lifelong struggle for citizenship for himself, for African Americans, and for colonized peoples worldwide. Du Bois’s familial experience of farm ownership informed his commitment to land reform and property redistribution. Similarly, his early quest for education forged a lifelong passion for self-cultivation as key to emancipation. Home grounds Du Bois’s analysis of social, political, and economic conditions near and far—in the United States at the turn of the twentieth century, and globally in the decades that followed. Our readings bring his prophecies into the heart of our own troubled time, when we seek solace in collective power, vision, healing, and action.

**Mental Health and Political Conversations at Home**
Facilitated by: Sam Jones, Anne O’Dwyer, and Sherri Brown
Space: Classroom 2

The discussion will address issues of social justice because many people feel that if they don’t at least try to have productive discussions with family members about politics, it means that they’re a failure of an activist. However, we are hoping to give people the knowledge of how to extract oneself from those situations for the sake of their mental health, as well as give them tools to have productive discussions with people of different political viewpoints. This workshop focuses on social issues rather than other kinds of political disagreements, as they are often the most personal and upsetting.

**W.E.B. Du Bois, Internationalism, and Political Struggle**
Facilitated by: Nate Madison, Nadia Niva, Safi Alsebai, and Sara Mugridge
Space: Classroom 3

What does it mean to read across struggle? This workshop examines the connections between seemingly separate political struggles through W.E.B. Du Bois’s and Angela Davis’s internationalist politics. We will link together race politics in the United States, and Settler-Colonial Apartheid in Palestine across not only space (on the map), but also time (in the archive) through selected readings and discussion.

Continued...
Farmworker Food Insecurity
Facilitated by: Maryann Tebben and Mo Constantine
Space: Classroom 4

Starting with a chapter from Cultivating Food Justice by Alison Hope Alkon and Julian Agyeman on food insecurity among farm laborers, we will examine the prospect that the very people harvesting the vast majority of the agricultural products we eat in the United States do not themselves have enough to eat. Related topics include food deserts, environmental racism, immigration/NAFTA, and farmworker/factory farmworker rights. We hope also to explore the question of alternative food (organic agriculture, for example), and whether or not the “alternative” is better for workers, our health, and our planet.

Can Racism be Defeated With Reason?
Facilitated by: Pat Sharpe, Evelyn Maxwell, and Ang Gardner
Space: Classroom 9

This workshop will take off from Du Bois’s claim that color-prejudice must not be “let alone,” but rather should be countered “by the breadth and broadening of human reason.” Participants will be invited to draw on their reading of Plato in Seminar 1 and on their lived experience to analyze what Du Bois might mean by “the broadening of human reason,” and whether that has, in fact, been effective in countering racism.

Contextualizing W.E.B. Du Bois’s “Criteria of Negro Art” (1926)
Facilitated by: Joan DelPlato and Gracie Folds
Space: DAC 128

This session seeks to unpack one of Du Bois’s most important critical essays and contextualize it within works of the Harlem Renaissance and his own life. Criteria of Negro Art focuses on Du Bois’s theories on the place of art as it exists within a political (and racially oppressive) world. These theories are intrinsically connected to the intersection of personal identity and social identity, as well as privilege within the art-making community. The questions that Du Bois raises and seeks to answer are relevant to any field of study—inspiring the individual to question the importance of what they make within the collective, and whether their individualized pursuits are truly beneficial within the politicized world.

Chinese Folk Dancing presentation and Workshop
Facilitated by: Kati Garcia-Renart and Chenyan Zhou
Space: Beckerman Dance Studio

China has over fifty identified ethnic minorities, each bringing forth their own distinct ways of life. These cultural differences can clearly be seen in the diverse styles of folk dances that are found in different geographical locations of China. Over time, these numerous and varied dance styles have gradually been codified and brought to the world stage. Chenyan Zhou will offer an introduction to the diverse world of Chinese dance. This talk will introduce the major styles of Chinese folk dance and discuss what sets it apart from Chinese classical dance. Through a combination of explanation, performance demonstrations, and video, Chenyan will discuss the basic aesthetic vocabulary used in various Chinese folk dance styles as well as classical dance. Workshop participants will learn some basic elements of the movement as well as a short folk dance.

Continued...
Poetic Readings from Darkwater
Facilitated by: Tai Young-Taft, Benetta Nayou, and Charlotte Squire
Space: Classroom 11
Written in 1920, *Darkwater: Voices from Within the Veil*, is Du Bois’s first autobiographical work. Each chapter is composed of a prose piece followed by a poetic work. In this workshop, participants will take turns reading from the poetic pieces and we will discuss their language and contents as a group. These pieces contain shimmering and architectural language, profound despair, and much information, constituting examples of Du Bois’s preeminence as an American writer and intent to stir souls toward the agony of the veiled among us.

An Inside Look at Photographing in China
Facilitated by: Daniel Karp, Danli Feng, and (George) Yi Xie
Space: DAC 125
This workshop will center around a discussion of poverty, class, work, and the challenges of photographing in public spaces in China as represented by the photographic projects of two Simon’s Rock students, both of whom are Chinese natives. George Xie has been making photographs for his senior thesis focused on the micro district where he grew up, its isolation from the larger city around it, and the impact this has had on the people living within the district and those on the outside. Danli Feng made work for an ECP, in which she approached strangers on the street, interviewed them, and then photographed them. Both students will show their work and speak about the process of making it and then lead an open discussion and Q&A.

Achieving Equity and Inclusion in Mathematics Education
Facilitated by: Eric Hayden, Sebastian Lawson, and Kennedy Murray
Space: Classroom 10
In this student-center discussion, participants will examine and reflect on the ways in which students of diverse backgrounds and learning needs have been undeserved by the traditional math classrooms, then explore the resulting implications for the field of mathematics and society in general. Several students will share and discuss their research on equity and inclusion in math education. Finally, participants will think together and make recommendations on what can be done to make mathematics education here more equitable and inclusive for all students.

Continued...
Music and Identity
Facilitated by: John Myers and Ethan Hall
Space: DAC 135

In the field of ethnomusicology, researchers are often confronted with the complexities of music as a powerful symbol of personal identity. Perhaps because it invokes such a strong emotional response, and is often associated with personal memories, our choices in music represent a way of saying something about ourselves, and about the communities to which we belong. Respecting and understanding another person’s choices in music is a way of honoring them as individuals. After a brief introduction by John, student participants will each present a piece of music and describe its personal and (perhaps) cultural meaning according to their own interpretations. Each presentation will be followed by a brief discussion.

Just Because We Can, Does That Mean We Should?
Facilitated by: Patricia Dooley, David Myers, Dinna Ferreira, David Guarin, Susanna Baek, and Isabella Cho
Space: Clark Auditorium

Research in science and technology has made intriguing advances with both theoretical and practical applications. But we must raise the question: just because we can, does that mean we should? For instance, since we can genetically engineer this-or-that, should we be doing it? If we can induce resistance to an herbicide in crops, then spray the herbicide (and can’t control where the spray goes, killing a neighboring farmer’s crops), should we? Should we be doing CRISPR genome editing? What about hormone-enhanced livestock?

Social Media Bots. Free Speech or Information warfare
Facilitated by: Jackson Liscombe, Hyc Hou, and Giulia de Gennaro
Space: Fisher 201

Social media bots are social media profiles that appear to be connected to human users, but are actually driven by automated computer algorithms to post, share, and like certain views and/or political positions. Companies such as Facebook and Twitter have been in the news frequently of late because of the reported Russian-backed social media bots that were in play during the 2016 presidential election. In this workshop we’ll explore what, if anything, should be done in response to social media bots, and the possible implication for consumer responsibility, free speech, censorship, and anonymity.
Session 2 | 12:30-2:30PM

W.E.B. Du Bois Documentary: A Biography in Four Voices
Facilitated by: Wesley Brown and Angelina Coronado
Space: LEC Center

This film is a documentary of the life of W.E.B. Du Bois, presented by four writer/narrators. One of the “four voices” is Professor Wesley Brown, faculty member and this workshop’s facilitator. From Du Bois’s childhood in our town of Great Barrington to his death in Ghana, the film situates Du Bois’s life in the context of the social and political landscape of his times. The film includes archival footage and interviews with contemporary commentators.

Current Biological and Social Research for Social Justice
Facilitated by: Benjamin Kaza and Chris Coggins
Space: Clark Auditorium

In *The Conservation of Races*, Du Bois decries the absence of analytical differentiation between culture and human biology. A century of social and genetic research have confirmed Du Bois’s point; however, popular discourse has ingrained ideas of culture, ethnicity, and race as biological realities. The aim of this workshop is to provide participants with current sociocultural and biological research, literature, and theory to critique racist ideology and enrich the pursuit of social justice, equity, and inclusion.

Gender Inclusivity / Neutrality on Our Campus and Beyond
Facilitated by: Ankur Chakrabarti Roybarman and Will Syldor
Space: Classroom 2

This workshop will begin with a discussion of the difference between gender inclusivity and gender neutrality. In this context, we will focus on campus policies affecting bathrooms, housing, etc. And we can discuss in what context inclusivity is more appropriate than neutrality. We will also discuss the socialized importance of labeling people as one gender or another. We hope to create a safe space for people to discuss what issues they face due to their gender. Other issues such as sexuality, race, and class may arise in this discussion.

Exploitation in the Fashion Industry
Facilitated by: Charlotte Windover, Sage Persing, Valeria Valenzuela, and Maryann Tebben
Space: Classroom 3

Our workshop will be focused on the systemic exploitation that permeates much of the clothing manufacturing industry. We will be screening a documentary, *The True Cost*, and giving a short presentation on some issues that the film does not address. Afterward, we will facilitate a discussion of participants’ thoughts on the film and any questions that we can try to solve or brainstorm as a group.

Continued...
Am I Good Enough?: Dealing with Imposter Syndrome in the Classroom
Facilitated by: Kristy McMorris
Space: Classroom 9

The college experience is generally described as a journey of growth and self-discovery. However, for many people, the experience of being in school and college is punctuated by bouts of self-doubt. “Am I smart enough?” “I don't think my idea is very good.” “I don't feel comfortable talking in class.” “Everybody’s so smart here.” Even though these experiences of doubt may feel alienating, they are shared by many people. Within this workshop, we will explore symptoms and experiences around impostor syndrome, and consider ways that we can honor all of the things that we each authentically bring to the table so that we can be more and more present, honoring our individual journeys, past and present, in school and beyond.

Beyond Gay Marriage: A Conversation on Q-ness and Neoliberalism
Facilitated by: AJ Rio-Glick, Multicultural BRIDGE
Space: Classroom 14

In the past couple of decades, there has been increased support for gay marriage, resulting in the legalization of gay marriage, and what has been lauded as a “turning point” for q-r people in America. The issue of gay marriage is often referenced as a triumph for q-r people in America and gestured to as the uninterrogated solution to structures of homophobia and exclusion in America. Has gay marriage really marked the end of homophobia? Or, has it simply reclassified how q-r people in America will assimilate to heteronormativity? What is love, and is it a concrete ideology that can be used clearly in political slogans such as “love is love?” This workshop attempts to reframe gay marriage through its context in an age of global neoliberalism, and examine whether q-r people in America have truly found economic, political, and social liberation through it.

#YouToo? Sexual Harassment in the Wake of the Harvey Weinstein Scandal
Facilitated by: Jennifer Browdy, Mia DiPeri, and Katalina Martinez
Space: Classroom 11

The claims brought forward by many women actors that Hollywood film producer Harvey Weinstein had sexually harassed and assaulted them reverberated on social media in the #MeToo hashtag, with hundreds of thousands of women (and some men) sharing their stories of harassment and assault. This workshop will look at the phenomenon of harassment, focusing especially on street harassment, but also encompassing harassment in schools, workplaces, and other institutions. What is the effect of the steady barrage of unwanted attention that many people, especially young women, are subjected to? What are the best strategies for dealing with harassment, including positive bystander interventions?

Factory Farming and Human Rights
Facilitated by: Anne O’Dwyer and Mira Tesla
Space: Classroom 12

Not only is factory farming a huge issue when it comes to animal suffering and environmental degradation, but is also behind many major human rights abuses. This presentation will cover the mental and physical hazards of working in the meat industry, the ways the meat industry preys on undocumented immigrants and vulnerable populations abroad, and the exploitative practices of the fishing industry.

Continued...
Open the Pod Bay Doors, Hal: Ethics in the World of Artificial Intelligence and Space Exploration
Facilitated by: Eric Kramer and Nick Arutunov
Space: Fisher 201
We will discuss the ethical questions surrounding the development of AI and space exploration. Both hold promise for the betterment of society, but they can lead to undesirable consequences. The question arises: are these things worth pursuing?

“How can I help?” Navigating Intersectionality and Allyship
Facilitated by: Gwendolyn Hampton-VanSant, Multicultural BRIDGE
Space: Classroom 13
So you’ve decided you want to help your fellow humans in achieving equality and equity. Awesome! But no one really tells you how to be a good ally, or the pitfalls allies often fall into with regards to race, gender, sexuality, etc. Let’s have a conversation about it.

Mickey Mouse Monopoly
Facilitated by: Eden Reneé and Leila Gillings
Space: APC
Mickey Mouse Monopoly is a documentary on the way Disney represents race and gender in their cartoons, and how these depictions may affect children. Last year’s workshop on this documentary focused on gender; this year we will focus on race. Although the focus of this session will be depictions perpetuated by Disney, other childhood influences on our conceptualization of race/ethnicity will also be discussed.

Sanctuary Movement and Immigrant Rights
Facilitated by: Sara Mugridge and Michael Chameides
Space: Classroom 10
How can we create safe spaces, safe campuses, and safe communities for undocumented immigrants and those that may be perceived as undocumented? We’ll look at current and pending immigration policy and its potential impacts, with attention on how it can affect students in the DACA program. Then, we’ll contextualize the current struggle for immigrant rights within the history of the sanctuary movement as well as other justice struggles. Then, we will review current and recent social movements in Columbia County and the Berkshires before discussing efforts in the Bard Network and at Simon’s Rock.
Workshop Descriptions

Session 3 | 3:00-5:00PM

W.E.B. Du Bois Documentary: A Biography in Four Voices
Facilitated by: Wesley Brown and Angelina Coronado
Space: LEC Center

This film is a documentary of the life of W.E.B. Du Bois, presented by four writer/narrators. One of the “four voices” is Professor Wesley Brown, faculty member and this workshop’s facilitator. From Du Bois’s childhood in our town of Great Barrington to his death in Ghana, the film situates Du Bois’s life in the context of the social and political landscape of his times. The film includes archival footage and interviews with contemporary commentators.

Of Citizenship, Home, and World: On-site Readings from the Works of W.E.B. Du Bois II
Facilitated by: Chris Coggins, Jessie Parrott, and Matthew Stabile
Space: Student Union, Formal Lounge

This “reading tour” of Du Bois’s childhood haunts explores his formative years through texts and landscapes. Visiting his two childhood homes, and gravesites where his first wife and child were laid to rest, participants read from Souls of Black Folk and Darkwater, giving voice to the author’s lifelong struggle for citizenship for himself, for African Americans, and for colonized peoples worldwide. Du Bois’s familial experience of farm ownership informed his commitment to land reform and property redistribution. Similarly, his early quest for education forged a lifelong passion for self-cultivation as key to emancipation. Home grounds Du Bois’s analysis of social, political, and economic conditions near and far—in the United States at the turn of the twentieth century, and globally in the decades that followed. Our readings bring his prophecies into the heart of our own troubled time, when we seek solace in collective power, vision, healing, and action.

From W. B. Yeats to Langston Hughes: Marginalized Literature and Criticism
Facilitated by: Peiqi (Patrick) Sui and Brendan Matthews
Space: Classroom 2

One question that has puzzled writers and critics throughout literary history is: how does one stand in relation to the past, and by extension, how should one reconcile one’s cultural identity and the grander literary tradition? Does poetry necessarily stand opposed to national identity and racial assertiveness, or does it serve to intellectualize the poet’s ethnic culture? This workshop focuses on the selected works of two giants in the modernist canon, William Butler Yeats and Langston Hughes, and explores the nuanced similarities and differences between themselves as inheritors of the tradition, and as interpreters of their respective cultural and historical climate. Works (tentative) that would be discussed would include The Fisherman, Easter, 1916, The Second Coming, Leda and the Swan, Sailing to Byzantium, The Negro Speaks of Rivers, Weary Blues, and Song of a Dark Girl.

Continued...
Gerrymandering: Can We Quantify Discrimination?
Facilitated by: Amanda Landi, Ken Knox, and Cynthia Gao
Space: Classroom 1

Gerrymandering has a long, sinuous history in American politics. It is the lawful tradition of drawing new boundaries for voting districts in such a way as to benefit the party in power. The district lines may not, however, be drawn on the basis of race, gender or religion. The supreme court will soon decide whether or not the Republican party, in 2010, has done this. Can we use mathematics to help the supreme court see whether the Republican-drawn districts are biased? Can we use math to find a “fair” way to draw voting districts?

Confronting Classroom Disruptions
Facilitated by: Gracie Folds, Claire Wegh, and Dien Vo
Space: Classroom 3

This workshop will be an interactive space of brainstorming and discussion on what to do when a student or faction of students (or professor!) disrupt a discussion-based class; disruptive meaning either making offensive comments, or acting on privileges/entitlement to space (excluding others from conversation, interrupting/talking over women, etc). Whose responsibility is it to respond to or address comments that make others uncomfortable or angry, how do we encourage people to express opposing opinions while maintaining productive conversation, and how do we make certain exclusionary behaviors unacceptable in the too often white and/or cis and/or male academic world? The goal is to encourage people to address issues in class as they arise, where there is an opportunity for learning, without bringing it into other spaces, where it becomes the burden of those who did not have their feelings resolved or even addressed.

Xu Bing’s Tobacco Project: Art: Polities, Economics in China and the U.S.
Facilitated by: Mia Ye, Karanina Bhattacharjee, and Joan DelPlato
Space: DAC 125

Half a million filtered cigarettes were assembled on a gallery floor to create *Ist Class*, a structure that resembled both a tiger-rug and a miniature landscape. This is only one piece of the installation that comprised *Tobacco Project* (1999-2011), conceived by the contemporary Chinese artist Xu Bing. This session will introduce the artist and his remarkable, extensively researched, and complex artwork that deals with the politics and economics of global tobacco use. We will invite attendees to respond to the art and the issues raised by the art, which has been exhibited in both China and the United States.
Wikipedia Edit-a-thon
Facilitated by: Kelly-Anne McGuire and Cleo Hardt
Space: Alumni Library

Become a Wikipedia editor! In this workshop you will learn how to create an account and edit content. You may contribute to an article of your choice or choose from a selection that represent a range of diversity and inclusion initiatives. We will create immediate and meaningful change in an online community we all use. All are welcome! Please bring your own laptop!

Blasphemy: The Vanguard of Justice
Facilitated by: Tai Young-Taft and Cameron Haas
Space: Classroom 13

Blasphemy and accusation of heresy—irreverence toward religion, religious institutions, and what is considered sacred—are always controversial. Well-intentioned liberals sometimes conclude that blasphemy is offensive and should be avoided at all cost. Conceding that some critics of religion are gratuitously crude and offensive, it should not escape our attention that accusations of heresy have impeded the movements for women’s rights and LGBT rights from antiquity to the modern day. In this workshop we examine the history of blasphemy and accusations of heresy in social justice and compare it to the contemporary struggles of activists, such as Raif Badawi (Saudi Arabia) and the bloggers of Mukto-Mona (Bangladesh), who are harried in their efforts to promote tolerance by accusations of blasphemy backed by credible threat of violence. We may perhaps conclude that blasphemy plays an indispensable role in the ongoing struggle for justice, and that our discourse should not uniquely privilege the “sacred.”

We know what we are, but know not what we may be: The Human in Shakespeare
Facilitated by: Aimee K. Michel, Georges Pichard, and Jaimee de Witt Bedford
Space: Black Box

There must be a reason why Shakespeare’s plays are translated into and performed in over 100 languages in countries around the globe. Join us for an exploration of how Shakespeare’s plays speak to and for diverse peoples and cultures as he writes our stories and our lives. In his plays, the personal is political and the political is personal—always.
Not In Our Town
Facilitated by: Anne O'Dwyer, Benetta Nayou, and Matthew Margrave
Space: Classroom 11

Not In Our Town is a national movement to stop hate, address bullying, and build safe, inclusive communities for all. Not In Our Town films bring to the forefront the very negative effects that hate crimes and bias incidents have on communities, as well as how communities have responded proactively and collectively to stop and prevent such incidents. In the workshop, participants will watch a Not In Our Town film and then participate in a facilitated discussion about the Not In Our County initiative here in Berkshire County. The focus will be on how students and the Simon’s Rock campus collectively can get involved in this countywide initiative for equity, safety, trust, and justice.

How We Can Support Trans Students in Today’s Political Landscape
Facilitated by: Eden-Reneé Hayes
Space: Classroom 14

Research finds that trans students report more hostile campus environments, including classroom environments, than other students. The recent revocation of the “Dear Colleague” Letter in support of trans students’ rights under Title IX and efforts by states to pass laws requiring people to use public restrooms that correspond to the sex on their birth certificate, have made trans students feel even more marginalized and isolated. This workshop will be a recording of a webinar led by Genny Beemyn (Stonewall Center at UMass Amherst) that provides specific strategies that faculty and staff can use to create supportive environments for trans students. Topics covered will include sexual harassment, misgendering and misnaming, restroom access, and strategies for teaching about trans people.

International Students in the Classroom
Facilitated by: Xindi Zhang, Francisca Oyogoa, and Rochelle Duffy
Space: Classroom 10

In this workshop, we will share strategies and techniques to help international students succeed in the classroom. Our goal is to create the classroom as a more global space with the participation of all students and overcome the silence of international students, and the resulting imbalance of equity and inclusion.

The Language of Homophobia in the Bible
Facilitated by: Julia Marden and Sam Ruhmkorff
Space: Classroom 12

How can we apply an ancient text in the context of modern practices? In order to understand the spread of religiously “justified” prejudice, we have to look at the history of the translation of cherry-picked verses and the context in which they were written. Persecution of the LGBTQ community became most abundantly clear around the 1900s, when language describing “unnatural intercourse” came into discussions of sexual intercourse in the Bible. Prior to this, the sin being condemned was more likely the sin of sexual and economic exploitation of young boys in the Roman Empire, or the sin of being effeminate. Both of these sins have been interpreted and twisted into the condemnation of homosexuality by modern Christians. It is important to understand how, when, and why this practice started, and how it has furthered the bigoted campaigns of so many conservative groups in the western world.
Following the end of the workshop schedule on Wednesday, we will have two intentional safe spaces available for people to come together, share experiences and reactions to the workshops that they attended, or simply relax if they need to. The **Informal Lounge** will be open throughout the day as a safe space for students to debrief after workshops, discuss workshop topics and other relevant information, and hang out. The **Owl’s Nest**, located uphill from the Student Union, will also be open as a safe space for students to use if they feel the need to get away, rest, or just feel like they need a calm, peaceful space.

We welcome all students who wish to come, dialogue together, and feel safe in their connection to others. And we will have pizza and drinks for all!
The following are informal skill-building workshops for faculty

**Session One 9:30 a.m. to 11:30 a.m.**

**Diversifying Syllabi and Class Activities/Assignments**
Facilitated by: Eden-Reneé Hayes and Nancy Bonvillain
Space: Classroom 14

We know that it is crucial that students understand the diversity not only of people, but also of ideas and of the concerns that marginalized groups face in the past and in the present world. Many of our classes hold this truth central to course planning. Whether you are looking to invigorate or start anew, this workshop provides the opportunity to share what we are doing in our classes, learn from each other, and hear recommendations from the field of education.

**Session Two 12:30 p.m. to 2:30 p.m.**

**Microaggressions**
Facilitated by: Gwendolyn Hampton-VanSant and Multicultural BRIDGE
Space: 3rd Floor Conference Room, Student Union

Also referred to as microinsults and microinvalidations, microaggressions are everyday offensives that “subtly convey rudeness and insensitivity that demean a person” (Sue, 2010), such as asking an Asian American “where are you really from?” Come learn more about what these offensives look like in a campus environment. This awareness is the first step in combating microaggressions.

**Session Three 3:00 p.m. to 5:00 p.m.**

**Competent Classroom Discussions**
Facilitated by: Gwendolyn Hampton-VanSant and Multicultural BRIDGE
Space: 3rd Floor Conference Room, Student Union

Framing culturally competent classroom discussions is just as much about getting through tense moments as it is about everyday conversations. If you would like for the group to work through a scenario, do come with one to share. This workshop was previously held in spring 2015, yet will be updated with new developments in the field. Thus, faculty are encouraged to attend, even if they have attended previously.
Grounding Social Justice and Inclusion Throughout the Year:
With the benefits of a program like the Symposium come limitations. To take more days out of the school year for Teach-Ins and similar programs would be an increasingly complex process. Of course, emphasizing the format of the discussions that took place throughout the Symposium does not mean that these ideas and topics cannot be integrated into our everyday lives and into our community.

Several resources are available on the Simon’s Rock portal to ensure these discussions continue, thanks to the Council for Equity and Inclusion. Under the “Inclusion” tab, you will find a list of current initiatives and resources. Logging into the portal will connect you with resources, including the following:

Resources for Equity and Inclusion in Campus Life:
- Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions
- Diversity in Academe: Who Sets a College’s Diversity Agenda?
- Equity and Grit
- Heteropatriarchy and the Three Pillars of White Supremacy
- The Complexity of Identity: “Who Am I?”
- Articles, Books, Videos & Podcasts
- What’s Really Important About “Trigger Warnings”
- Tressiemc on Trigger Warnings
- Lemonade Syllabus
- All About Pronouns
- Cracking the Codes
- The Trevor Project
- The Genderbread Person
- The Asexual Visibility & Education Network
- Bisexual Resource Center
- Campuses Cautiously Train Freshmen Against Subtle Insults

Resources for Equity and Inclusion in the Classroom:
- Creating Inclusive College Classrooms
- Norms of Collaboration Annotated
- Harvard Implicit Bias Test
- How to Teach LGBTQ Themes in the Classroom
- A teacher mispronouncing a student's name can have a lasting impact
- Are Colleges’ Diversity Efforts Putting Students in “Silos”?
- Pedagogy of Inclusion: A Quest for Inclusive Teaching and Learning
- How to Talk About Diversity in the Classroom
- Can critical race pedagogy break through the perpetuation of racial inequity? Exploring what is behind the structural racism and potential intervention
- Depression is ordinary: Public feelings and Saidiya Hartman’s Lose Your Mother
- Microaggressions in the Classroom
Thank you to the members of the Symposium Planning Committee for all their hard work in making these events possible! We would also like to thank all the students, faculty, and staff who have participated by organizing their workshops.